

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education

BILL: SB 392

INTRODUCER: Senators Hukill and others

SUBJECT: High School Graduation Requirements

DATE: March 3, 2017

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Androff	Graf	ED	Pre-meeting
2.			AED	
3.			AP	

I. Summary:

SB 392 creates the “Personal Financial Literacy Education Act” to specify financial literacy standards and instruction for students entering grade 9 in the 2017-2018 school year and thereafter. Specifically, the bill revises:

- The Next Generation Sunshine State Standards to establish requirements for financial literacy distinct from the existing financial literacy requirements specified under the economics curricular content within the standards for social studies; and
- The requirements for a student to earn a standard high school diploma by:
 - Establishing a separate one-half credit requirement in personal financial literacy;
 - Deleting the requirement for financial literacy from the required three credits in social studies; and
 - Reducing the number of required elective credits from eight to seven and one-half.

The bill takes effect July 1, 2017.

II. Present Situation:

Florida law requires the adoption of standards for core content of the curricula taught in public schools and specifies the requirements that students must meet to earn a standard high school diploma.¹

Next Generation Sunshine State Standards

Next Generation Sunshine State Standards (NGSSS) establish the core content of the curricula to be taught in Florida and specify the core content knowledge and skills that K-12 public school

¹ Sections 1003.41 and 1003.4282(3)(d), F.S.

students are expected to acquire prior to graduation.² The standards must be rigorous and relevant to incrementally increase a student's core content knowledge and skills over time.³ The curricular content for each subject must integrate critical-thinking, problem-solving, and workforce literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.⁴ The standards applicable to high school students in grades 9 through 12 may be organized by grade clusters that include more than one grade level, except as otherwise provided for visual performing arts, physical education, health, and foreign language standards.⁵

The State Board of Education (SBE) is responsible for adopting the NGSSS and subsequent revisions, if any, to such standards in rule.⁶ The NGSSS must meet the following requirements:⁷

- English Language Arts must establish specific curricular content for, at a minimum, reading, writing, speaking and listening, and language.
- Science standards must establish specific curricular content for, at a minimum, the nature of science, earth and space science, physical science, and life science.
- Mathematics standards must establish curricular content for, at a minimum, algebra, geometry, statistics and probability, number and quantity, functions, and modeling.
- Social Studies standards must establish curricula content for, at a minimum, geography, U.S. and world history, government, civics, humanities, and economics, including financial literacy.
- Visual and performance arts, physical education, health and foreign language standards must establish specific curricular content and include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards for grades 6 through 12 may be organized by grade clusters of more than one grade level.

Financial Literacy

Specifically, curricular content for financial literacy includes the knowledge, understanding, skills, behaviors, attitudes, and values to enable a student to make responsible and effective financial decisions on a daily basis.⁸ Financial literacy instruction should be an integral part of instruction throughout the entire economics course and include information regarding earning income; buying goods and services; saving and financial investing; taxes; the use of credit and credit cards; budgeting and debt management, including student loans and secured loans; banking and financial services; planning for one's financial future, including higher education and career planning; credit reports and scores; and fraud and identity theft prevention.⁹

² Section 1003.41(1), F.S.

³ *Id.*

⁴ *Id.*

⁵ *Id.*

⁶ *Id.*

⁷ Section 1003.41(2), F.S.

⁸ Section 1003.41(2)(d), F.S.

⁹ *Id.*

Currently, the Course Code Directory (CCD)¹⁰ lists at least five one-half credit Economics with Financial Literacy courses¹¹ and two separate one-half credit courses in Personal Financial Literacy.¹²

Credits Required to Earn a Standard High School Diploma

To graduate from high school with a standard high school diploma, a student must successfully complete 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.¹³

A student must successfully complete 24 credits in the following subject areas:¹⁴

- Four credits in English Language Arts (ELA) I, II, III, and IV.
- Four credits in mathematics, including one each in Algebra I and Geometry. Industry certifications earned by students may substitute for up to two mathematics credits, except for Algebra I and Geometry.
- Three credits in science, including one credit in Biology I and two credits in equally rigorous courses.¹⁵ Industry certifications earned by students may substitute for one science credit except for Biology I.
- Three credits in social studies, including one credit each in U.S. history and World history; one-half in credit in economics, which must include financial literacy; and one-half credit in U.S. Government.
- One credit in fine or performing arts, speech and debate, or practical arts that incorporates artistic content and techniques of creativity, interpretation, and imagination.
- One credit in physical education that must include the integration of health.
- Eight credits in electives. School districts are required to develop and offer coordinated electives to enable a student to develop knowledge and skills in his or her area of interest and these electives must include opportunities for students to earn college credit.

III. Effect of Proposed Changes:

SB 392 creates the “Personal Financial Literacy Education Act” to specify financial literacy standards and instruction for students entering grade 9 in the 2017-2018 school year and thereafter. Specifically, the bill revises:

¹⁰ The Course Code Directory (CCD) lists all public preK-12 and postsecondary career and technical education courses that are available for use by school districts. Programs and courses that are funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the CCD. The CCD maintains course listings for administration and service assignments, K-12 education, exceptional student education, career and technical education, and adult education, with details regarding appropriate teacher certification levels. The CCD provides course information to schools, districts, and the state. Rule 6A-1.09441, F.A.C.

¹¹ Economics with Financial Literacy courses listed in the CCD include: 2102335, 2102340, 2102345, 2102800, and 2102850. Florida Department of Education, *2016-2017 Course Directory Section 3 - Grades 9 to 12*, (2016), at 43-44.

¹² Personal Financial Literacy courses listed in the CCD include: 2102371 and 2102374. Florida Department of Education, *2016-2017 Course Directory Section 3 - Grades 9 to 12*, (2016), at 43-44.

¹³ Section 1003.4282(1)(a), F.S.

¹⁴ Section 1003.4282(3), F.S.

¹⁵ Two of the three science credits must have a laboratory component. Section 1003.4282(3)(c), F.S.

- The Next Generation Sunshine State Standards to establish requirements for financial literacy distinct from the existing financial literacy requirements specified under the economics curricular content within the standards for social studies; and
- The requirements for a student to earn a standard high school diploma by:
 - Establishing a separate one-half credit requirement in personal financial literacy;
 - Deleting the requirement for financial literacy from the required three credits in social studies; and
 - Reducing the number of required elective credits from eight to seven and one-half.

Next Generation Sunshine State Standards

The bill revises the Next Generation Sunshine State Standards (NGSSS) to establish requirements for financial literacy distinct from the existing financial literacy requirements specified under the economics curricular content within the standards for social studies, beginning with students entering grade 9 in the 2017-2018 school year. The financial literacy standards must establish specific curricular content that must include, but is not limited to, personal financial literacy and money management. Accordingly, the NGSSS may need to be revised to include an understanding of how to balance a checkbook and the implications of receiving an inheritance.¹⁶ In addition, CPALMS may need to be updated to reflect the financial literacy standards that apply to students entering grade 9 in the 2017-2018 school year.¹⁷ The Course Code Directory may also need to be updated to include personal financial literacy courses that meet the personal financial literacy requirements specified in the bill, which also satisfy high school graduation requirements.¹⁸

Credits Required to Earn a Standard High School Diploma

The bill requires that in order to receive a standard high school diploma, beginning with students entering grade 9 in the 2017-2018 school year, students must earn one-half credit in personal financial literacy in addition to the required three social studies credits. Currently, students are not required to complete a separate course in financial literacy to graduate from high school with a standard diploma.¹⁹

The bill requires financial literacy instruction to include:

- Types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution's services.
- Balancing a checkbook.
- Basic principles of money management, such as spending, credit, credit scores, and managing debt, including retail and credit card debt.
- Completing a loan application.
- Receiving an inheritance and related implications.
- Basic principles of personal insurance policies.

¹⁶ Florida Department of Education, *SB 392 Analysis* (2017), at 3.

¹⁷ CPALMS is the State of Florida's official source for information on standards and course descriptions. CPALMS, *Homepage*, <http://www.cpalms.org/Public/> (last visited March 3, 2017).

¹⁸ Florida Department of Education, *SB 392 Analysis* (2017), at 7.

¹⁹ *Id.*, at 2.

- Computing federal income taxes.
- Local tax assessments.
- Computing interest rates by various mechanisms.
- Simple contracts.
- Contesting an incorrect billing statement.
- Types of savings and investment.
- State and federal laws concerning finance.

Additionally, the bill reduces the current elective credits required to earn a standard high school diploma from eight to seven and one-half. As such, the bill maintains the total number of credits (i.e., 24) that students must successfully complete to earn a standard high school diploma.

The bill may increase high school students' personal financial literacy, which may help high school students acquire the knowledge and skills necessary to effectively manage personal finances and plan for pursuing higher education or entering the workforce.

This bill takes effect July 1, 2017.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

C. Government Sector Impact:

According to the Florida Department of Education (DOE), the implementation of a new course in financial literacy may result in expenses associated with instructional materials and professional development for teachers.²⁰ The DOE projected four cost scenarios for

²⁰ Florida Department of Education, *SB 392 Analysis* (2017), at 4.

implementing a required financial literacy course. The scenarios are based on a cost analysis that the DOE submitted to the legislature on October 1, 2013.²¹

- Scenarios one and two assume that teachers who are currently employed by the district are trained to teach the financial literacy course.²²
 - Scenario one assumes one set of textbooks per classroom, amounting to an estimated implementation cost of \$3,086,512 for the first year and a total cost of \$4,899,568 for the first five years.²³
 - Scenario two assumes an individual textbook used by each student in the course, amounting to an estimated implementation cost of \$9,440,776 for the first year and a total cost of \$15,021,064 for the first five years.
- Scenario three assumes that financial literacy instruction is taken electronically through an online course, amounting to an estimated implementation cost of \$160,792 for the first year with no additional cost after the first year for teacher training and travel.²⁴
- Scenario four assumes that financial literacy instruction is obtained through a free curriculum, amounting to an estimated first year implementation cost of \$140,296, with no additional costs after the first year.²⁵

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1003.41 and 1003.4282.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

²¹ Florida Department of Education, *SB 392 Analysis* (2017), at 4; *see* s. 11, ch. 2013-27, L.O.F.

²² Florida Department of Education, *SB 392 Analysis* (2017), at 4.

²³ *Id.*

²⁴ *Id.*, at 5.

²⁵ *Id.*